



Cornell University

Announcements

Cornell University—New York Hospital

School of Nursing

1970-71

CORNELL UNIVERSITY ANNOUNCEMENTS

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1320 York Avenue
New York, New York 10021

Academic Calendar

1970-71

Orientation, entering class, begins 9:00 a.m.	Th, Sept. 3
Orientation, entering class, ends 4:00 p.m.	F, Sept. 4
Labor Day holiday	M, Sept. 7
Registration, all classes, 9:00 a.m.-11:30 a.m.	T, Sept. 8
Fall term instruction begins, all classes, 1:00 p.m.	T, Sept. 8
Opening convocation, 4:00 p.m.	T, Sept. 15
Midsemester grades due, 5:00 p.m.	M, Nov. 2
Instruction suspended, 1:10 p.m.	W, Nov. 25
Thanksgiving recess	
Instruction resumed, 7:30 a.m.	M, Nov. 30
Fall term instruction ends, 5:00 p.m.	F, Dec. 18
Christmas recess	
Makeup period begins	M, Jan. 4
Makeup period ends	F, Jan. 8
Final examinations and evaluation period begins	M, Jan. 11
Final examinations and evaluation period ends, 12:00 noon	F, Jan. 15
Registration, all classes, 1:00 p.m.-3:30 p.m.	F, Jan. 15
Convocation, class of 1971—Program 1-A	S, Jan. 16
Midyear recess	S, Jan. 23
Spring term instruction begins, all classes, 9:00 a.m.	M, Jan. 25
Midsemester grades due	F, Mar. 19
Spring recess	S, Mar. 20
Instruction resumed, 7:30 a.m.	M, Mar. 29
Spring term instruction ends, 5:00 p.m.	F, May 14
Makeup period begins	M, May 17
Makeup period ends	F, May 21
Final examinations and evaluation begins	M, May 24
Final examinations and evaluation ends, 12:00 noon	F, May 28
Convocation and commencement	W, June 2

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The courses and curricula described in this *Announcement*, and the teaching personnel listed therein, are subject to change at any time by official action of Cornell University.



Cornell University—New York Hospital School of Nursing

History of the School

The Cornell University—New York Hospital School of Nursing was established as a school in Cornell University in 1942, on the sixty-fifth anniversary of the founding of The New York Hospital School of Nursing, one of the earliest nursing schools in the country. The School is part of the New York Hospital—Cornell Medical Center, which includes also the Cornell University Medical College and the various buildings of The New York Hospital extending from Sixty-eighth to Seventy-first Streets on the East River.

The Center is a joint undertaking of The Society of the New York Hospital and Cornell University, committed to a fourfold purpose in the (1) care of the sick, providing the same wisdom and skill to rich and poor; (2) education of doctors and nurses, research workers, technicians, and others who will work in the field of medical science; (3) research to extend the boundaries of knowledge in the health fields; and the (4) promotion of public health through the development of preventive medicine.

The New York Hospital is the second-oldest voluntary hospital in this country, its Royal Charter having been granted in 1771, in the reign of King George III. The first patients were soldiers wounded in the Revolutionary War. At that time the Hospital was located on the lower end of Manhattan, the only part of the city then settled, and on early maps the location was designated simply as "the Hospital."

Cornell University, with its campus in Ithaca, New York, received its charter in 1865. Three circumstances contributed to the founding of the University in the eventful years that marked the close of the Civil War. In the first place, Ezra Cornell, a citizen of Ithaca, had come into a large fortune from his holdings in the newly formed Western Union Telegraph Company

The New York Hospital-Cornell Medical Center, at Sixty-eighth Street and the East River, covers three city blocks (Sixty-eighth to Seventy-first Streets) and includes The New York Hospital, the Cornell Medical College, and the Cornell University—New York Hospital School of Nursing.

6 Philosophy and Objectives

and had devoted much thought to the good that might be done by giving his wealth to education. A second circumstance was the fact that the state of New York had received a substantial land grant, under the Morrill Act of 1862, for the support of colleges teaching agriculture and the mechanical arts. The third circumstance was that Mr. Cornell had as a colleague in the state legislature of 1864–65, a young senator named Andrew D. White, later to become the first President of the University, who had the vision of preserving the state's land grant intact for a single great institution which should teach not only agriculture and the mechanical arts but the humanities and the sciences as well. The Medical College, the School of Nursing, and the Graduate School of Medical Sciences are the divisions of the University which are located in New York City.

The Hospital had been operating for over one hundred years before a school for the training of nurses was opened. Early steps had been taken, however, to improve the care given to patients; in 1799 Dr. Valentine Seaman, a scholar and prominent physician, had organized a series of lectures, combined with a course of practical instruction in the wards, for the women whom the Hospital had engaged as "watchers" and "nurses." Although the theoretical content was meager and the practical instruction not systematically planned, these classes focused attention on the fact that women who had some preparation for their work gave better care than those without instruction. When, in 1873, the first training school in this country on the Nightingale pattern was opened in Bellevue Hospital, the Governors of The Society of the New York Hospital contributed to its support. Four years later, in 1877, when the Hospital moved to new buildings, The New York Hospital Training School for Nurses was opened in quarters which were considered to have all the modern improvements of the times. The School moved to the present location when the Medical Center was opened in 1932.

The health needs of the community and country have been the guiding force in the development of the School, which has modified its program to keep pace with these needs. Today, the work of the professional nurse requires much more self-direction and leadership ability than in the past and, in recognition of this, the University program was established in 1942. Since 1946, all students admitted to the School have been candidates for the degree of Bachelor of Science in Nursing.

The Cornell University–New York Hospital School of Nursing Alumnae Association, originally the Alumnae Association of The New York Hospital School of Nursing, was organized in 1893. It was one of the ten alumnae associations which helped to bring about the national professional organization of nurses, now known as the American Nurses' Association. In 1945 the Alumnae Association became a part of the Cornell University Alumni Association.

Philosophy and Objectives

The School accepts its responsibility for the preparation of a professional nurse by offering a curriculum based on the following philosophy and objectives.

Philosophy

Education is a process which helps the individual to develop his potential so that he may function productively within existing and changing social systems. This is a dynamic process involving the active participation of the learner and the teacher. The school provides the environment in which the learner can test his abilities and evaluate his progress.

The liberal arts courses provide the foundation for the professional courses of the nursing major. The integration of these areas of content by the student enables him to understand himself, his social and physical environment, and the role of the professional nurse in society.

The professional nurse recognizes the right of the individual to attain and maintain his optimum state of health. He actively participates with individuals and families to establish and evaluate health goals and intervenes to alter these goals with appropriate action when necessary.

The professional nurse assumes responsibility for maintaining optimum standards for the planning and the delivery of nursing care. He is able to do this in a variety of settings not only as an individual but as a member of the interdisciplinary health team.

He recognizes the need to speak on both community and professional issues which are within his field of competence and assists in promoting the public interest in health by defining and clarifying health issues.

As a professional person he recognizes the need to continue to develop his personal and professional competence through the formal and informal educational structures which are best suited to his needs and abilities.

Objectives

Upon completion of the program the graduate will—

- function as a beginning level professional nurse practitioner in a variety of settings;
- use the intellectual skills of observation, assessment, planning, and evaluation to establish and implement nursing goals;
- understand how man functions in relationship to himself and others in health and sickness;
- apply principles of leadership in directing nursing care of patients;
- function as a colleague with members of an interdisciplinary team;
- possess a foundation for continuing professional development in nursing.

Accreditation

The School is accredited by the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing as a generic college program leading to a baccalaureate degree.

The School is registered by the State Education Department, Division of Professional Education of the University of the State of New York.

Admission

GENERAL STATEMENT. Students who have completed a minimum of sixty semester hours in a college of Cornell University, are in good standing, and meet health requirements may be admitted to the nursing major offered in New York City. Students may transfer to the School of Nursing after satisfactorily completing a minimum of sixty semester hours in any university, college, or junior college accredited by one of the regional associations of colleges and secondary schools.

It is the policy of Cornell University actively to support the American ideal of equality of opportunity for all, and no student shall be denied admission or be otherwise discriminated against because of race, color, creed, religion, or national origin.

General Requirements

AGE. Applicants are considered in light of their total qualifications.

HEALTH. The results of a physical examination must be submitted at the time of application. A dental examination is required before admission.

PERSONAL QUALIFICATIONS. Candidates are selected whose credentials indicate good health, maturity, and ability to work with people. A personal interview is considered an important part of the application procedure. Program I applicants are expected to have an interview at the School unless distance makes this unfeasible. Applicants for Program II are required to have a personal interview at the School.

Educational Requirements—Program I

Students considering transfer to the School of Nursing after two years of college should consult with advisers in their colleges when they register in order to plan programs which will meet the admission requirements for this School. Selection of an institution in which to enroll for the first two years of college is not dependent upon its offering a prenursing program. No nursing or prenursing courses are required for admission to this School.

Guideline for Distribution of Courses Required for Transfer to Program I

Applicants are encouraged to meet the entrance criteria as far as possible, but records will be reviewed on an individual basis and adjustments will be made.

Communication—6 credits (Composition, Public Speaking or Speech)

Humanities—20–30 credits (Art, Language, Literature, Music, Philosophy, Religion)

Natural Science and Mathematics—12 credits (Mathematics, Biology, Chemistry, Physics) One full year of high school chemistry or biology in which the applicant has achieved a satisfactory grade will be considered as meeting one of the science prerequisites.

Social Science and History—12–22 credits (Sociology, 3 credits required; Psychology, 3 credits required; Political Science, Anthropology, Economics)

Educational Requirements—Program II

Persons who hold or are to be awarded a baccalaureate degree by an accredited senior college or university may be considered for admission to this program of the nursing major. Applicants to this program will be required to take Graduate Record Examinations and may be required to take selected proficiency examinations.

Distribution of Courses Required¹ for Admission to Program II

Humanities —10 credits

Natural Science — 8 credits

Social Science —10 credits

Applicants for either program who have not met the course requirements but who have a good college record are encouraged to consult the director of admissions relations to have their college record evaluated.

Application

Application forms should be requested from the Office of the Registrar, Cornell University–New York Hospital School of Nursing, 1320 York Avenue, New York, New York 10021.

Applications are accepted as long as there are vacancies in the entering class for either Program I or II.

Applicants to Program I are encouraged to submit their credentials during the second semester of the first year in college. If the credentials, including scores of standardized tests and a transcript covering one year of college work, are satisfactory, the applicant will be accepted and a place held pending satisfactory completion of the college courses and continued good health.

Applicants for Program II are encouraged to submit their credentials during the fall or winter prior to the anticipated date of admission, since the enrollment to this program is limited.

1. If these courses were not taken as part of the requirements for the first baccalaureate degree the applicant must make up the deficiencies before completing the nursing major.

Academic Standing and Grades

The Academic Standards Committee, composed of three members of the faculty from each year of the program and the dean or her designate, meets at least two times each year to review the academic records of students in the School. This Committee recommends to the faculty the promotion of all students as well as the candidates for the degree of Bachelor of Science. The degree is awarded to students who have attained a minimum cumulative average of 2.0 and have no grade of F nor an incomplete in any of the courses in the nursing major.

It is the responsibility of this Committee to recommend students for the Dean's List and to recommend the members of the graduating class who will receive their degrees "with distinction." Students with a semester average of 3.25 or better qualify for the Dean's List. Students with a cumulative average of 3.25 or better may graduate "with distinction."

Students who are in danger of receiving a grade of D or F in a course are notified at midsemester in order to give them the opportunity to seek guidance in their work during the remainder of the semester.

A student who receives a semester grade of F or an Incomplete in a required course will be considered on an individual basis regarding his continuation in the School. A student who receives an I (Incomplete) in a course is required to complete the course within one year unless it is prerequisite to another course. In this instance, it must be completed before registering for the subsequent course. A student who does not attain the required cumulative average for a semester will remain in the school on academic warning for one semester. If, at the end of the semester, his cumulative average has not reached the level required for the semester he is registered for, he will be required to withdraw from the school.

The established pattern of grading is based on a system of quality points with equivalent letter and percentage grades.

<i>Quality Point</i>	<i>Percentage Grade</i>	<i>Letter Grade</i>
3.5-4.0	90-100%	A (4.0)
2.5-3.4	80-89%	B (3.0)
1.5-2.4	70-79%	C (2.0)
0.5-1.4	60-69%	D (1.0)
0.0	below 59%	F (0.0)

The minimal cumulative averages for satisfactory progression in the school are as follows:

<i>Semester</i>	<i>Cumulative Average</i>
1st	1.6
2nd	1.8
3rd	2.0
4th	2.0

Note: Students who entered the School in September 1968 must maintain a 2.0 average during the fall semester in order to complete the program in January 1971.

The faculty of the School of Nursing reserve the privilege of retaining only those students who, in their judgment, satisfy the requirements of scholarship, health, and personal suitability for professional nursing. The record of any student whose suitability for nursing is questioned, or whose cumulative average does not meet the minimal standards of the School, is reviewed by the Academic Standards Committee. The student may be seen by either his academic adviser or the dean in order to establish a plan for his future. A student may be asked to withdraw without previously having been on academic warning.

Parents and guardians do not receive regular notice of the student's grades. However, they are advised when a student is placed on academic warning or is asked to withdraw from the School.

A student is eligible for honorable withdrawal at any time he may elect to leave if his academic and personal record meet the standards of the School and if his financial record has been cleared in the Office of the Dean.

Sigma Theta Tau

In 1968 the School received a charter for the Alpha Upsilon chapter of Sigma Theta Tau, the National Honor Society of Nursing. The purposes of the Society are to recognize the achievement of scholarship of superior quality, to promote the development of leadership qualities, and to encourage creative work while fostering high professional ideals. Finally, it is hoped that the commitment of the individual to the ideals and purposes of professional nursing will be strengthened by participation in the Honor Society.

Students who have completed one-half of the nursing major with a cumulative average of 3.0 or better are considered for induction. In addition to demonstrated superior scholastic achievement a candidate must give evidence of professional leadership potential and possess desirable personal qualifications.

Degree

The degree of Bachelor of Science is granted by Cornell University. In order to qualify for the degree, the student must have attained a minimum cumulative average of 2.0 for the total program and must have completed satisfactorily all of the theory and clinical laboratory outlined in this *Announcement* or required by decision of the faculty.

In keeping with practice throughout the University, students in the School of Nursing may be granted the degree of Bachelor of Science with distinction. To qualify for this honor the student must have maintained a cumulative average of 3.25 and must possess personal characteristics consistent with effective professional practice.

12 State Registration for Graduates

State Registration for Graduates

Graduates of the School are urged to take the State Board examination for licensure which is administered by the Regents of the state of New York. Each graduate is expected to take the first examination for licensure which is administered after he has completed the Program. Graduates who plan to work outside of New York State should determine whether that state has a mandatory licensure law. If so, the graduate is urged to establish a date of employment based upon his expected date of licensure. Satisfactory completion of this examination licenses the graduate of the School as a Registered Nurse (R.N.). The application for the examination is released by the Office of the Registrar during the final semester in which the student is registered in the School.

General Information

School Government

Any student entering this School is automatically a member of the student organization. The functions of this organization are: to enhance the professional education of the individual student through cooperation with fellow students and faculty; to encourage in the student body maturity in matters of scholarship and personal conduct; to provide an all-inclusive organization through which business pertaining to the whole body of students may be transacted; and to foster an attitude of involvement in student life and development in this nursing program.

Residence

In general the School of Nursing is considered a resident school within the limits of its facilities. The Nurses' Residence has facilities for unmarried, female students who are expected to live in unless a request to live out is made in writing. The request must be accompanied by a letter from a parent or guardian indicating knowledge and approval of the plan to live outside of the Residence. Single male students will be assisted to find housing within a reasonable distance of the school. Unfortunately married students cannot be guaranteed the same kind of assistance. Therefore, married students are urged to assume the responsibility for finding living facilities in the metropolitan area. Married women may live in the Residence, as long as they comply with regulations for living and pay the residence fee required of all female students.

All students who live outside of the Residence must keep the Office of the Registrar informed of his or her correct address and telephone number. Each one is expected to maintain a mailbox in the Nurses' Residence, which he is responsible for checking once each day. The *Student Handbook* should be checked for details of rules governing students who live in the Residence and those who do not. The *Student Handbook* also has information regarding the facilities of the Residence.

Recreational Facilities

Because the School believes that the education of young men and women today includes healthful social relationships, provisions have been made for the development of such relationships in the life of the student.

A social committee is responsible for a full and varied social calendar,



← EVEN NUMBERED ROOMS

INFORMATION

which includes such activities as dances, skating parties, coffee hours, and suppers. Other activities in which students may participate are the yearbook and singing groups. The director of student relations is available at all times to advise students in the organization of discussion groups and in the planning of social and cultural activities.

Health Services

Good health is of the utmost importance and students have readily available a well-organized health service maintained in cooperation with the Personnel Health Service of The New York Hospital.

A physical examination by a physician from the Personnel Health Service, a tuberculin test, and a chest x ray are required upon admission. Subsequently, the student has either a chest x ray or tuberculin test every six months. Elective surgery and dental work are not included and, if not taken care of before admission to the School, must be done during vacations.

Students who are ambulatory, with short-term minor illnesses, may receive meals in their rooms in the Nurses' Residence on recommendation of the physician in Personnel Health Service. Medical supervision is provided through the Personnel Health Service. If students are more seriously ill, they are cared for in The New York Hospital within the limits of the Hospital's policy on admissions and bed usage. The Hospital reserves the right to collect all hospitalization benefits available from insurance companies, Associated Hospital Service or other third parties. Expenses for private nurses, transfusions, and personal items are borne by the student.

If, in the opinion of the School authorities, the condition of a student's physical or emotional health makes it unwise for him to remain in the School, he may be required to withdraw, either temporarily or permanently, at any time.

Counseling Services

The School maintains active counseling services which are available to any student who needs assistance, either in connection with routine matters that may come up in her work in the School or in connection with special personal problems.

The Director of Student Relations assists students in every way possible in their educational, personal, and social adjustment. She also cooperates with the faculty in helping the students in these areas and directs the students to those members of the staff who are best qualified to be of assistance in relation to the particular problem at hand.

Group therapy is available to assist students whose effectiveness and adjustment are impaired by personal concerns.

Expenses

The costs of attending the School of Nursing fall into two general categories. The first category includes certain fixed charges for tuition, fees, and deposits, and related charges for services provided by the School. The second category includes living costs and items of personal expense. To help students estimate individual expenses the following table should be consulted.

Estimated Total Expenses

Although expenses, excluding tuition, fees, and room, vary for the individual students, the budget is estimated for those who plan to be resident students. Applicants and students who intend to become non-resident students should write to the Chairman, Financial Assistance Committee, for the commuting student's adjusted budget.

The following figures are for the academic year.

<i>Item</i>	<i>Estimate</i>
Tuition	\$1,400
General Fee (includes library, laboratory and health fees)	350
Room	500
Meals	900
Books, supplies	200
Clothing, laundry, cleaning	300
Incidentals, recreation	300
Transportation (including vacations)	

Uniforms. In addition to the estimated budget, entering students should allow approximately \$200 in their budget for uniform supplies.

Fees

APPLICATION FEE. (For applicants registered in a general education program.) A fee of \$15 must accompany the application for first admission.

TRANSFER FEE. (For applicants registered in a baccalaureate nursing program). A fee of \$25 is charged to evaluate the record of a student already registered in a baccalaureate nursing program who wishes to apply for transfer to this School.

REINSTATEMENT FEE. (For students previously registered in this school). A fee of \$10 will be charged to evaluate the record of a former student seeking to reregister in this School.

ACCEPTANCE FEE. A nonrefundable fee of \$50 must be paid by each person at the time he is notified of his tentative acceptance in the school.

SPECIAL FEES:

Late registration fee. A fee of \$5 is charged to each late registrant. Tutoring fee. To be established on an individual basis.

Payment of Bills

Bills for fixed charges are distributed approximately two weeks prior to each semester. The bill is due and payable the first day of each semester, unless special arrangements have been made with the School. The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time without notice.

Provision is made for the payment of bills during the registration period at the beginning of each semester. Financial assistance awarded by the School, except loans, will be applied directly to the fixed charges. No reimbursement of assistance offered as a grant is anticipated unless the student voluntarily leaves the School during the course of a semester. In this case, one-half of the amount of the grant is to be reimbursed.

A student completes arrangements for a loan authorized by the School by signing a note and receiving the check during the registration period. The proceeds of a loan must be applied first to School charges but may not be claimed as an exemption from the bill.

New York State scholarships and incentive awards may not be claimed as an exemption from the tuition and/or fee bill since the State prepares individual checks, which are payable to the student, and sends them to the School for distribution. Checks for these awards will not be available at the time tuition and/or fees are due. When an extension of time for payment of part or all of the tuition and/or fees is granted, based on a New York State award, it is with the understanding that should the State for any reason fail to prepare a check for the amount of the award, the student is personally responsible for the amount due.

In order for a student to remain in good standing, receive an honorable withdrawal from the School, or participate in the commencement exercises, all bills must be paid and satisfactory arrangements made for the future repayment of loans.

Students who have questions regarding their bills, or the payment of grants or loans after the registration period should see the administrative assistant in NR-210.

Refunds

Part of the tuition and General Fee will be refunded to students who officially withdraw during the first half of the semester. The refund will be based on a deduction of 10 percent per week on all charges, as of the first day of the semester. No refund will be made after the midsemester.

Financial Assistance

In general, students plan to meet the cost of their education by the use of previous earnings (savings and summer employment), present earnings (semester employment), and future earnings (loans). To the extent that is possible, parents are expected to contribute to the cost of a student's education.

The Cornell University-New York Hospital School of Nursing participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial assistance granted a student should be based upon financial need. The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Each entering student who seeks financial assistance is required to submit a copy of the Parents' Confidential Statement (PCS) form to the College Scholarship Service by March 15 designating Cornell University-New York Hospital School of Nursing as one of the recipients. The Parents' Confidential Statement should be obtained from the School of Nursing.

Financial assistance is offered to students usually as a combination of scholarship or grant, loan, and employment. The scholarships and grants administered by the School are described in the next section of this *Announcement*. These are assigned on the basis of need rather than academic rating.

Loans are available from a fund established jointly by the School and the Federal government under the terms of Part B of Public Law 88-581, Nurse Training Act, of 1964. No more than \$1,500 may be borrowed by a student during an academic year. The Health Manpower Act of 1968, enacted by the Ninetieth Congress, amended the original act to include scholarship grants as well as loans. To be eligible for either a grant or a loan, a student must intend to be enrolled full time and demonstrate the need for financial assistance. In addition, he must be a citizen or national of the United States, or have such immigration status and personal plans as to justify the conclusion that he intends to become a permanent resident of the United States.

Students who have completed one semester of the nursing major and who are receiving financial assistance may be employed by the Division of Nursing Service of The New York Hospital. Students who are employed by Nursing Service must purchase white uniforms because the official School uniform may not be worn during periods of employment.

APPLICATION FOR FINANCIAL ASSISTANCE. An entering student who will need financial assistance during her third year should return the Financial Assistance Application with her application form. This will be forwarded to the chairman of the Financial Assistance Committee. The Parents' Confidential Statement should be filed through the College Scholarship Service

by March 15 of the year the applicant anticipates her admission to the School of Nursing.

Students enrolled in the School who expect to register for the next academic year and who anticipate the need for any form of financial assistance, should make appointments to see the chairman of the Financial Assistance Committee before February 15. All students receiving financial assistance will be seen by the chairman of the Committee during the fall semester to review their awards. Students who may or may not be receiving financial assistance and whose family situations change during an academic year, should feel free to discuss their problems with the chairman of the Committee.

Financial Assistance Administered by the School

FUND OF THE COMMITTEE FOR SCHOLARSHIPS. A fund, established and maintained by a committee of women interested in the School of Nursing, to assist young women who need financial help in order to prepare for nursing. Awards from the fund are made to entering students and to students enrolled in the School.

ALLSTATE FOUNDATION GRANT. A grant is made available to the School each year to assist a student throughout the program.

THE SWITZER FOUNDATION GRANT. A grant of \$1,200 is made available to the School each year. This grant is intended to assist a student who is an American citizen living within fifty miles of New York City and who has financial need.

DAVISON/FOREMAN FOUNDATION GRANT. Grants from this Foundation are allocated in the spring semester for the education of women working for a college degree. The awards are made to students enrolled in the School.

WOMAN'S FLORIST ASSOCIATION, INC. SCHOLARSHIP. Under a scholarship plan established in 1949 by the Woman's Florist Association, Inc., a nursing student who has satisfactorily completed one year of her nursing major is eligible for a scholarship not to exceed the sum of \$200. This scholarship is to be used for tuition by a student in financial need. Since 1959, two of these scholarships have been made available to the School of Nursing each year.

CORNELL WOMEN'S CLUB OF NEW YORK. In the spring of the year a scholarship is made available by the group for the ensuing school year. It is awarded either to an entering student or a student enrolled in the School.

VIVIAN B. ALLEN SCHOLARSHIP FUND. Established as an endowed fund by gifts from the Vivian B. Allen Foundation, Inc., income from which is used to provide scholarship aid annually for one or more students in need of financial assistance.

JULIETTE E. BLOHME SCHOLARSHIP FUND. Established as an endowed fund by Dr. and Mrs. George H. Van Emburgh as a memorial to Juliette E.

20 Financial Assistance

Blohme of the class of 1922 through a gift of \$6,000, the interest on which may be used in whole or in part each year.

SAMUEL J. MORITZ SCHOLARSHIP FUND. Established in 1960 as a memorial to Samuel J. Moritz, and made possible by a gift from Edward Moritz and LeRoy Moses, executors of his estate. The income provides scholarship aid annually to one or more students in need of financial assistance.

THE CHRISTIAN C. YEGEN SCHOLARSHIP FUND. Established in the spring of 1965 as a memorial to Mr. Christian C. Yegen, father of an alumna of the Cornell University-New York Hospital School of Nursing.

EMMAJEAN STEEL FULLER FUND. This fund, begun by the class of 1952 in memory of Emmajeane Steel Fuller, a former member of the class, is available for an occasional scholarship.

Financial Assistance Administered by Outside Sources

New York State Regents Scholarships, Grants, and Loans

The following scholarships are available for residents of New York State. The applicant should apply through his high school principal while he is still a student in high school.

For more information on any of these, write to the State Education Department, State University of New York, Albany, New York 12224 requesting the leaflet *Opening the Door to College Study through the New York State Regents Scholarship Examination*.

REGENTS SCHOLARSHIPS FOR BASIC PROFESSIONAL EDUCATION IN NURSING. Amount, \$200-\$500 a year depending upon financial need. Applicable only to period in the School of Nursing.

REGENTS COLLEGE SCHOLARSHIPS. Amount, \$250-\$1,000 a year depending upon financial need for a maximum of five years. Applicable to first two years of college and to period in the School of Nursing.

REGENTS SCHOLARSHIPS IN CORNELL. A tuition-reducing scholarship ranging in amount from \$100 to \$1,000 a year depending upon financial need for a maximum of five years. Applicable to first two years of college and to period in the School of Nursing.

REGENTS SCHOLARSHIPS FOR CHILDREN OF DECEASED OR DISABLED VETERANS. Amount, \$450 a year for four years. Applicable to first two years of college and to period in the School of Nursing.

NEW YORK HIGHER EDUCATION ASSISTANCE CORPORATION sponsors a program through which students may obtain loans from local savings banks.

SCHOLAR INCENTIVE PROGRAM. Grants of \$100-\$500 yearly, depending on need and tuition paid, with minimum yearly grant of \$100. For those

students who demonstrate a capacity to pursue a degree and plan to attend college, and those who are presently in college and maintain satisfactory academic performance.

Armed Services

ARMY AND NAVY NURSE CORPS STUDENT PROGRAMS. Students in the Basic Nursing Program may apply for appointments in the Army Student Nurse Program, six to eight weeks prior to entrance, or to the Navy Nurse Corps Candidates Program prior to March 1 for fall entrance. The student must have had receipt of acceptance to Cornell University-New York Hospital School of Nursing before the applications will be considered. The appointments carry generous financial allowance. A student who participates twelve months or less serves on active duty in the respective service for twenty-four months. If two years of support has been given, the student serves thirty-six months.

Public Health Nursing, New York State Department of Health Scholarship Program

Students interested in public health nursing may be eligible for New York State Public Health scholarships. The scholarships are administered in the form of a tax-free stipend paid biweekly directly to the student during the senior year of the program in nursing.

To be considered, the applicant must be recommended to the State Department of Health by the faculty of the School. In addition the applicant must be willing and able to accept full-time employment for at least one year, beginning within one month following graduation in a local official health unit exclusive of the five boroughs of New York City.

Applications are available at the school and should be filed early in the second semester of the fourth year.

Facilities for Instruction

The facilities of The New York Hospital-Cornell Medical Center provide the setting for a considerable portion of the learning experiences offered to students in the School of Nursing. These include classrooms, laboratories, clinical services, and libraries, set in an environment which promotes a spirit of inquiry. Additional learning experiences are provided through observations and practice in community agencies and other health service agencies.

Clinical Facilities

The clinical facilities of The New York Hospital provide unusual opportunity for the care and study of patients. The New York Hospital comprises five clinical departments, largely self-contained. Each of these is provided not only with facilities adequate in every way for the care of both inpatients and outpatients, but also with facilities for teaching and the conduct of research. Many specialized clinical services are therefore available which are seldom found within a single organization. The Hospital has 1,100 beds and ninety clinics. Approximately 34,000 patients are hospitalized and 50,000 treated as outpatients each year. The conduct of research in all clinical departments gives the student an opportunity to become increasingly aware of the part which the nurse must be prepared to play in research projects. Authenticity of the findings in many studies depends to no small degree on the accuracy with which the nurse carries out tests and procedures and observes and records reactions.

The Medical and Surgical Departments include, in addition to general medicine and general surgery, pavilions devoted to the specialties of neurology and metabolism; urology; ear, nose, and throat disorders; plastic and neurosurgery, and ophthalmology. The Lying-In Hospital has a capacity of 163 adults and 77 newborns and provides for obstetric and gynecologic patients. Each year, nearly 4,000 babies are born in this Hospital. Since this Center was founded in 1932, over 100,000 babies have been born here.

The Department of Pediatrics includes 117 beds, with five floors for the care of infants, older children, and premature babies. Facilities for the recreation of convalescent children and the services of an occupational therapist offer opportunities for the student to study the development and guidance of convalescent as well as sick children.

The Payne Whitney Clinic for psychiatric care has a bed capacity of 108 patients, admitted from all socioeconomic groups and from all over the world. It is an intensive treatment center for psychotherapy, and its staff and resources are unusual. The student, therefore, has an opportunity to participate in the care of patients with a variety of mental health problems.



The student evaluates a plan of care using the appropriate nursing actions.

The Outpatient Department with its ninety clinics provides opportunity for the study of a large number of patients who come for general health supervision, for diagnosis of disease, and for treatment of disease that can be conducted on an ambulatory basis. Each year more than 230,000 patient visits are made to this Department. Arrangements for continuity of care through use of referrals to public health nursing agencies are an essential part of all experiences. Opportunity is provided for participation in the teaching of expectant parents through special classes and individual conferences and for study of the family approach to health maintenance and care of children.

Public health nursing field experience is provided in the following agencies: the Visiting Nurse Service of New York, the Visiting Nurse Association of Brooklyn, and the Bureau of Public Health Nursing, New York City Health Department. These agencies provide opportunity for the student

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to learn the application of public health principles in both voluntary and official agencies.

Representatives of various governmental, voluntary, and coordinating agencies plan with the faculty for appropriate ways to contribute to the student's knowledge of the community and of community organization for human services.

The Library

The library, in the Samuel J. Wood Library and Research Building, is shared by the students and the faculties of both the School of Nursing and the Medical College, and the staff of The New York Hospital.

The reading room of the Library is located on the first floor. Adjoining the reading room are the sections for current journals, reference works, and monographs. The book stacks and carrels are on two floors below the main reading room.

The clinical nursing departments have small libraries containing literature pertaining especially to the subject matter of the department. These collections, interlibrary loans, and photoduplicate copies from other libraries, including the National Library of Medicine, supplement the main library.

The Nursing Major: A Professional Program

Two nursing majors, each consisting of four semesters, are offered as separate programs by the School of Nursing. Both programs are based upon the philosophy that liberal arts courses can provide the foundation for the professional courses of the nursing major. In keeping with this philosophy, minimum course requirements in the humanities, social sciences, and natural sciences have been identified as prerequisites for both of the programs.

Each student entering the School is expected to complete the entire program for which he is enrolled. In order to be eligible for the degree from Cornell the last year must be spent in full-time study in one of these programs. The faculty reserves the right to make changes in the curriculum which it believes are in keeping with the changing health needs of society or the best interests of the student and the School.

Program I

Program I leading to the degree of Bachelor of Science with a major in nursing is offered to students who have a minimum of sixty college credits prior to admission. An additional sixty-three credits are taken with the nursing major.

Program I is planned so that the student has the opportunity to study the care of individuals and families moving from less complex situations to those testing his ability to provide leadership in the delivery of health services. Throughout the four semesters there is coordination of content in the biological and social sciences with the nursing courses.

During the first semester the student develops the skills necessary to meet the basic physical needs which the patient may be unable to meet himself. Consideration is given to the care of adults who present health problems requiring knowledge and skill in medical-surgical nursing. The content in this semester as well as that in the subsequent semesters is presented in lectures and seminars, learning laboratories, clinical laboratories, and through observational experiences.

The student may elect the sequence in which he takes the courses of the second and third semesters. In each of these semesters the student studies the patient in the hospital, the home, and the community. The content of one semester deals with the family in which the pregnant woman and the child provide the focus for the learning experiences. The alternate semester explores the needs of patients and families who are facing problems of physical and emotional illness. Emphasis is on mobilization of the patient and family toward optimum rehabilitation. The final semester provides the student with the opportunity to test his leadership ability.



Program II

Program II, leading to the degree of Bachelor of Science with a major in nursing is offered to students who hold a baccalaureate degree in another field of study prior to admission.

In Program II, the role of the professional nurse in the delivery of health service is studied. The care of patients representing major problems in health and illness serves as a focus. Throughout the program, principles of biological science with social science, mental health, and public health are stressed in identifying the health services required and the nursing role. During the first two semesters, attention will be focused mainly on the acquisition of technical skills and identification of the role of the professional nurse in the care of patients with health problems which are acute and long term in nature. During the last two semesters, the main focus is on two areas. One, the health problems influenced by components within the environment of the community, and the other, the opportunity for the student to apply his learning and skill in caring for groups of patients as a member of a multidisciplinary health team. Throughout the program, the student has the opportunity to practice in a variety of settings ranging from the patient's home to the medical center. Although not specifically identified by course, content pertaining to medical-surgical, maternity, pediatric, psychiatric, and public health nursing will be included in the program. Enrollment in this program requires that the student will assume a major responsibility in his education and progress through self-directed study and active participation in the educational experience provided.

Program I: Plan of the Nursing Major

FALL SEMESTER Third Year		SPRING SEMESTER Third Year	
Course	Credit Hours	Course	Credit Hours
106. Social Science	2	107. Social Science	2
130. Biological Science	4	*131. Biological Science	3
153. Foundations of Nursing	10	*154. Maternal-Child Nursing	10
	16		15
FALL SEMESTER Fourth Year		SPRING SEMESTER Fourth Year	
Course	Credit Hours	Course	Credit Hours
108. Social Science	3	207. Social Science	2
†132. Biological Science	3	246. Public Health	2
†155. Nursing for the Activation of Potential	11	250. Transition to Nursing Practice	12
	17		16

*One half of the class will elect these courses for the fall semester of the fourth year.

†One half of the class will elect these courses for the spring semester of the third year.

Program I: Description of Courses

Nursing Courses

153 Foundations of Nursing. Fall. Credit five hours theory, five hours laboratory. Miss Cotterell, chairman, and faculty.

Provides an introduction to the nursing process and integrates the skills necessary for the student to provide nursing care to patients.

The student will be able to analyze selected major health problems of the adult patient. Through this analysis he will be able to develop, carry out, and evaluate a plan of care using the appropriate nursing actions. These actions will be based upon comprehension and recognition of physiological and manifest psychological deviations, as well as sociological variations.

Prerequisite course to Maternal and Child Health and Nursing for the Activation of Potential.

154 Maternal-Child Nursing. Fall and spring. Prerequisite: Nursing 153. Credit five hours theory, five hours clinical laboratory. Mrs. Strickland, chairman, and faculty.

Designed to utilize a family-centered approach to meet the nursing needs of pregnant women, and the needs of children in health and illness, from birth through adolescence. Emphasis is given to the preventive aspects

of illness. Mental health concepts are integrated throughout the course. Clinical experiences will be provided in the hospital and other community agencies.

155 Nursing for the Activation of Potential. Fall and spring. Prerequisite: Nursing 153. Credit six hours theory, five hours clinical laboratory. Mrs. Helfferich, chairman, and faculty.

Deals with the concepts and skills needed to work therapeutically with patients who have long term emotional and/or physical illnesses. It emphasizes the behavioral approach toward the care of patients with neuromuscular and psychotic disorders. Clinical experiences are offered in the home, extended care facility, and in a psychiatric setting.

250 Transition to Nursing Practice. Spring. Prerequisite: Nursing 153, 154, 155. Credit five hours theory, seven hours clinical laboratory. Mrs. Hugo, chairman, and faculty.

Provides students with the opportunity to further develop in selected health areas. The study of current and projected trends in nursing will serve as a basis for exploring the responsibilities of the professional nurse to himself, his profession, and society.

Social Science Courses

106 Social Science. Fall. Prerequisite: psychology, three credits; sociology, three credits. Credit two hours. Miss Leftoff.

Aspects of communication will be examined with respect to nurse-to-nurse and nurse-to-patient interactions. Behavior of both patient and nurse will be analyzed in terms of overt and covert meanings and dynamics.

107 Social Science. Spring. Credit two hours. Miss Leftoff.

Learning and motivation will be studied in relationship to the development of the individual. The relationship of these concepts to environmental factors (such as early environments and child-rearing situations) will also be emphasized.

108 Social Science. Fall. Credit three hours. Miss Leftoff.

The student is introduced to the basic skills needed for the critical evaluation of research material. Understanding statistical concepts and biostatistics are included in the course.

207 Social Science. Spring. Credit two hours. Miss Leftoff.

The structure and function of both formal and informal social organizations are considered especially as they influence the work of the professional nurse in the delivery of health services.

Natural Science and Related Courses

130 Biological Science. Fall. Credit four hours. Dr. Rubenstein.

An introductory course designed to identify fundamental concepts of structure and function in the human organism.

Selected underlying anatomical and physiological disturbances that occur in man will be correlated with the Clinical Nursing course 153. Biochemical principles of metabolism, electrolytes, acid-base balance, blood and urine constituents are integrated.

131 Biological Science. Fall and spring. Credit three hours. Dr. Rubenstein.

A study of the reproductive cycle in man. The mechanisms of fertilization, the birth process, growth and maturation are included. Principles of heredity, general embryology and immunology are explored. The causes of mutations, detrimental mutations in man and medical genetics are surveyed.

This course will be correlated with the Clinical Nursing course 154.

132 Biological Science. Fall and spring. Credit three hours. Mrs. Stolar.

Morphologic and functional study of the nervous system in man with special reference to interference of normal pathways. Neurone physiology, neuroanatomy, receptor physiology, neural pathways as a basis for integrative activity and neuromuscular relationships are included. Degenerative processes in basic tissues will also be explored.

Selected disturbances that occur in man will be correlated with the Clinical Nursing course 155.

246 Public Health. Spring. Credit two hours. Public Health Nursing faculty.

A study of community health needs and designs for meeting these needs. Programs and organizations participating in the formal and informal community health structure will be examined using an epidemiologic framework.

Program I-A: Plan of the Nursing Major

The courses of this program are being offered for the last time during the summer and fall of 1970, for those students who are eligible to complete the nursing major in January 1971.

SUMMER SESSION Fifth Year		FALL SEMESTER Fifth Year	
Course	Credit Hours	Course	Credit Hours
360. Psychiatric Nursing	6	245. Public Health	3
	<hr/> 6	361. Transition Nursing	12
			<hr/> 15

Program I-A: Description of Courses

245 Public Health. Fall. Credit three hours. Public Health Nursing faculty.

Focus is on a study of community health needs, health care systems and trends in planning to meet these needs. It will encompass a study of the principles of epidemiology including biostatistics and their application to the investigation of health problems within the community.

360 Psychiatric Nursing. Summer 1970. Credit six hours. Miss Klimenko and faculty.

This six-week course deals with learning the concepts and skills needed to intervene therapeutically with patients who have a psy-

chiatric disorder. The theoretical framework draws upon relevant concepts from the biological, social, and psychological sciences in order to give the student an overall grasp of comprehensive patient care. The clinical experience consists of nursing intervention with hospitalized psychotic patients.

361 Transition to Nursing Practice. Fall. Prerequisite: Nursing 251-253. Credit twelve hours. Mrs. Hugo, chairman, and faculty.

Provides students with the opportunity to further develop their nursing competence and test their leadership ability in selecting health areas. The study of current and projected trends in nursing will serve as a basis for exploring the responsibilities of the professional nurse to himself, his profession, and society.

Program II: Plan of the Nursing Major

FALL SEMESTER First Year

<i>Course</i>	<i>Credit Hours</i>
133. Biological Science	3
156. Introduction to the Nursing Process: Care of the Growing Family	10
	<hr/> 13

FALL SEMESTER Second Year

<i>Course</i>	<i>Credit Hours</i>
135. Biological Science	2
256. Community Health	10
	<hr/> 12

SPRING SEMESTER First Year

<i>Course</i>	<i>Credit Hours</i>
134. Biological Science	3
157. Nursing Care of Patients with Acute and Long-Term Health Problems	10
	<hr/> 13

SPRING SEMESTER Second Year

<i>Course</i>	<i>Credit Hours</i>
257. Nursing Care of Groups of Patients in Different Settings	12
	<hr/> 12

Program II: Description of Courses

Nursing Courses

156 Introduction to the Nursing Process: Care of the Growing Family. Fall. Credit five hours theory, five hours clinical laboratory. Miss Bielski and faculty.

Designed to introduce the nursing process composed of assessment, planning, implementation, and evaluation. Experiences provided for acquiring beginning technical competence and the utilization of the nursing process in caring for children and adults with major health problems. In the last portion of semester the philosophy of family centered maternity care is introduced and opportunity is provided to apply the nursing process in caring for the growing family.

157 Nursing Care of Patients with Acute and Long-Term Health Problems. Spring. Prerequisite: Nursing 156. Credit five hours theory, five hours clinical laboratory. Miss Bielski and faculty.

The role of the nurse in the care of patients with sudden interruption to health and those with long-term health problems will be studied. Consideration will be given to the health requirements of children and adults receiving services in a variety of settings such as the acute care facility and the home. The impact of these health problems on the individual and the society will be stressed and attention will

be given to the planning required to deal with them.

256 Community Health. Fall. Prerequisite: Nursing 156, 157. Credit five hours theory, five hours clinical laboratory. Miss Hansen and faculty.

Focus is directed toward increasing students' understanding of the role of the professional nurse in the care of individuals and families whose health problems necessitate a comprehensive community approach. Included will be the basic principles of community health organizations and current and future trends in health care. Clinical experience in community health agencies, extended care facilities, and psychiatric facilities will be provided.

257 Nursing Care of Groups of Patients in Different Settings. Spring. Prerequisite: Nursing 156, 157, 256. Credit four hours theory, eight hours clinical laboratory. Miss Hansen and faculty.

The role of the professional nurse on a multidisciplinary health team concerned with the care of a group of patients with a variety of health needs will be studied.

Natural Science and Related Courses

133 Biological Science. Fall. Credit three hours. Mrs. Stolar and faculty.

An introduction to the properties and physiological processes common to all animals,



such as protoplasmic organization, permeability, metabolism, movement, reproduction, and cell division.

The reproductive cycle in man will be studied. Principles of heredity, general embryology, and development of organs and systems will be included.

Endocrine glands will be surveyed with emphasis on their control of biological processes.

134 Biological Science. Spring. Credit three hours. Mrs. Stolar and faculty.

A study of the cardiovascular-pulmonary dynamics in the human organism. Emphasis will be placed on interference of normal function, mechanisms involved in compensation, tissue changes and sequelae.

A study of the nervous system designed to identify fundamental concepts of sensory and motor phenomenon. Processes leading to sensory deprivation and loss of movement will be included.

135 Biological Science. Fall. Credit two hours. Mrs. Stolar and faculty.

A survey of the microorganisms detrimental to man. Morphology, physiology, distribution, pathogenicity, and control will be included. This course is designed to acquaint the student with communicable diseases that are endemic in society. The correlation between disease patterns and social climate will be identified.



Personnel

Administration

Cornell University

Dale R. Corson, President of the University
Robert A. Plane, University Provost
Mark Barlow, Jr., Vice President for Student Affairs
Lisle C. Carter, Jr., Vice Provost for Social and Environmental Studies
W. Donald Cooke, Vice Provost for Research
Lewis H. Durland, University Treasurer
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Samuel A. Lawrence, Vice President for Administration
E. Hugh Luckey, Vice President for Medical Affairs
Thomas W. Mackesey, Vice President for Planning
Paul L. McKeegan, Director of the Budget
Robert D. Miller, Dean of the University Faculty
Steven Muller, Vice President for Public Affairs
Arthur H. Peterson, University Controller
Neal R. Stamp, Secretary of the Corporation and University Counsel

The New York Hospital—Cornell Medical Center

E. Hugh Luckey, M.D., President
August H. Groeschel, M.D., Vice-President

Joint Administrative Board

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Dale R. Corson, Chairman 1970
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The New York Hospital

Walter B. Wriston

Member-at-Large

Cornell University—New York Hospital School of Nursing

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in Nursing, Cornell University—New York
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Florence Tritt, M.A., R.N., Assistant to the

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Nursing, 1940; B.N., McGill University, 1949;
M.A., Columbia University, 1953)
Melmi Joki, A.B., Administrative Assistant
(A.B., Cornell University, 1948)
Mary Elisabeth Riddick, Registrar
Edna Johnson, Director of Student Relations

36 Faculty

Faculty

Emeritus Professors

- Virginia M. Dunbar, M.A., R.N., Professor Emeritus of Nursing and Dean Emeritus
Verda F. Hickox, M.A., R.N., Professor Emeritus of Obstetrics and Gynecologic Nursing
Mary Klein, M.A., R.N., Professor Emeritus of Surgical Nursing
Margery T. Overholser, M.A., R.N., Professor Emeritus of Public Health Nursing
Bessie A. R. Parker, B.S., R.N., Professor Emeritus of Nursing
Veronica Lyons Roehner, M.A., R.N., Professor Emeritus of Nursing
Henderika J. Rynbergen, M.S., Professor Emeritus of Science
Agnes Schubert, M.S., R.N., Professor Emeritus of Pediatric Nursing

Professors

- Muriel R. Carbery, M.S., R.N., Professor of Nursing; Director, Nursing Service (A.B., Hunter College, 1933; Diploma in Nursing, New York Hospital School of Nursing, 1937; M.S., Catholic University of America, 1951)
Eleanor C. Lambertsen, Ed.D., D.Sc. (Hon.), R.N., Professor of Nursing; Dean, School of Nursing (Diploma in Nursing, Overlook Hospital School of Nursing, 1938; B.S., Columbia University, 1949; A.M., 1950; Ed.D., 1957; D. Sc. (Hon.), Alfred University, 1969)

Associate Professors

- Helen M. Berg, M.S., R.N., Associate Professor of Nursing; Department Head, Medical Nursing (B.S., Bucknell University, 1948; B.S. in Nursing, Cornell University-New York Hospital School of Nursing, 1951; M.S., Columbia University, 1968)
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- Marjorie A. Miller, M.S., R.N., Associate Professor of Nursing (Diploma in Nursing, Lutheran Hospital School of Nursing, 1948; B.S., Bryan College, 1949; M.S., Columbia University, 1954)
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Marge Warren, M.A., R.N., Associate Professor of Nursing; Department Head, Outpatient Nursing (Diploma in Nursing, Protestant Deaconess Hospital School of Nursing, 1942; B.S., Indiana University, 1950; M.A., Columbia University, 1957)
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- Margaret Cotterell, M.A., R.N., Assistant Professor, Foundations of Nursing (Diploma in Nursing, Nuttall Memorial Hospital School of Nursing, Jamaica, W.I., 1950; B.S., Hunter College, 1958; M.A., Columbia University, 1961)
Alice DonDero, M.A., R.N., Assistant Professor of Pediatric Nursing; Department Head, Pediatric Nursing (Diploma in Nursing, Long Island College Hospital School of Nursing, 1941; B.S., New York University, 1951; M.A., 1959)
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Helma Fedder, M.N., R.N., Assistant Professor of Nursing (Diploma in Nursing, Washington University School of Nursing, 1933; B.S., University of Chicago, 1942; M.N., University of Washington, 1954)
Elenora Haas, M.S., R.N., C.N.M., Assistant Professor of Maternal-Child Nursing (Diploma in Nursing, Bishop De Goesbriand School of Nursing, 1944; B.S., Hunter College, 1958; M.S., Columbia University, 1961; C.N.M., Maternity Center Association, 1961)
Alice A. Hugo, M.A., R.N., Assistant Professor of Nursing (Diploma in Nursing, The Roosevelt Hospital School of Nursing, 1946; B.S., New York University, 1954; M.A., 1957)
Gladys T. Jones, M.A., R.N., Assistant Professor of Medical-Surgical Nursing; Supervisor, Recovery Unit Nursing (Diploma in Nursing, Cornell University-New York Hospital

- School of Nursing, 1944; B.S., Columbia University, 1950; M.A., 1962)
- Jo Ann Keith, M.A., R.N., Assistant Professor of Psychiatric Nursing (B.S., Ohio State University, 1951; M.A., New York University, 1963)
- Antonia Klimenko, M.A., R.N., Assistant Professor of Nursing (Diploma in Nursing, Mt. Sinai Hospital, 1955; B.S., Hunter College, 1961; M.A., New York University, 1964)
- Anne T. Lally, M.S.N., R.N., Assistant Professor of Obstetric and Gynecologic Nursing; Department Head, Obstetric and Gynecologic Nursing (B.S. in Nursing, Incarnate Word College, 1950; M.S.N., Catholic University of America, 1956)
- Helen M. McDowell, M.A., R.N., Assistant Professor of Public Health Nursing (Diploma in Nursing, Bellevue Schools of Nursing, 1956; B.S., New York University, 1956; M.A., Columbia University, 1960)
- Agnes Morgan, M.A., R.N., Assistant Professor of Nursing (Diploma, St. Vincent's Hospital School of Nursing, 1943; B.S., Columbia University, 1955; M.A., 1963)
- Janet Nielson, M.S., R.N., Assistant Professor of Maternal-Child Nursing (B.S., Alfred University, 1960; M.S., Boston University, 1963)
- Marion R. Peters, M.P.H., R.N., Assistant Professor of Public Health Nursing (Diploma in Nursing, Lincoln School for Nurses, 1947; B.S., St. John's University, 1962; M.P.H., School of Hygiene and Public Health, Johns Hopkins University, 1963)
- Reva Scharf Rubenstein, Ph.D., Assistant Professor of Science (B.S., Brooklyn College, 1959; Ph.D., Polytechnic Institute of Brooklyn, 1967)
- Vera Stolar, M.S., R.N., Assistant Professor of Science (Diploma in Nursing, Mount Sinai Hospital School of Nursing, 1947; B.S., Hunter College, 1961; M.S., 1963)
- Marie D. Strickland, M.Ed., R.N., Assistant Professor of Maternal-Child Nursing (B.S. in Nursing, Cornell University-New York Hospital School of Nursing, 1947; M.Ed., Columbia University, 1965)
- Edna E. Tuffley, M.A., R.N., Assistant Professor of Nursing; Department Head Private Patient Nursing Service (Diploma in Nursing, The Memorial Hospital School of Nursing, Pawtucket, R.I., 1933; B.S., New York University, 1948; M.A., 1949)
- Marcus L. Walker, M.A., R.N., Assistant Professor of Nursing (Diploma in Nursing, Alexian Brothers School of Nursing, 1952; B.S., Columbia University, 1957; M.A., 1959)
- in Nursing (B.S.N., St. Olaf College, 1965; M.A., New York University, 1969)
- Bernice Horner, M.S.N., R.N., Instructor in Nursing (Diploma in Nursing, St. Elizabeth Hospital, 1954; B.S.N., Catholic University, 1964; M.S.N., 1965)
- Anne Barbara Keane, M.A., R.N., Instructor, Medical-Surgical Nursing (B.S., Boston College, 1963; M.A., Columbia, 1968)
- Sondra Leftoff, B.A., Instructor in Social Science (B.A., Brooklyn College, 1964)
- Eloise Lynch, M.S., R.N., Instructor in Nursing (B.S.N., Saint John College, 1966; M.S., University of Michigan, 1969)
- Mary Jane Smith, M.N.Ed., R.N., Instructor in Nursing (Diploma in Nursing, Windber Hospital School of Nursing, 1959; B.S.N., University of Pittsburgh, 1963; M.N.Ed., 1965)
- Sharon Stowe, M.A., R.N., Instructor in Nursing (Diploma in Nursing, Kaiser Foundation School of Nursing, Oakland, Calif., 1958; B.S., University of Washington, 1964; M.A., New York University, 1968)
- Madeleine S. Sugimoto, M.Ed., R.N., Instructor in Nursing (B.S. in Nursing, Cornell University-New York Hospital School of Nursing, 1958; M.Ed., Columbia University, 1969)
- Eleanor Taggart, M.S., R.N., Instructor in Nursing (B.S., Cornell University-New York Hospital School of Nursing, 1957; M.S., Case Western Reserve University, 1970)
- Frances J. Williams, M.A., R.N., Instructor in Nursing (Diploma in Nursing, Bellevue Schools of Nursing, 1961; B.S., New York University, 1961; M.A., 1969)

Associated with the Faculty

Assistants in Instruction

- Marion Phyllis Cunningham, B.S., R.N., Assistant in Instruction (B.S. in Nursing, College of St. Teresa, 1961)
- Dorothy C. Oakes, B.S., R.D., Assistant in Instruction, Nutrition (B.S., Pennsylvania State University, 1943; A.D.A., 1944)

Staff of Coronary Care Nurse Training

- Nina T. Argondizzo, M.A., R.N., Assistant Professor of Medical Nursing (Diploma in Nursing, St. Elizabeth Hospital School of Nursing, 1944; B.S.N., St. John's University, 1954; M.A., Columbia University, 1958)

Administration of The New York Hospital

- David D. Thompson, M.D., Director
H. Henry Bertram, Director of Personnel

Instructors

- Patricia A. Donnellan, M.Ed., R.N., Instructor, in Nursing (B.S.N., Seton Hall University, 1958; M.A., St. Mary's College, 1963; M.Ed., Columbia University, 1969)
- Pamela J. Galehouse, M.A., R.N., Instructor

38 Administration of Hospital

Muriel R. Carbery, Director of Nursing Service
Susan T. Carver, M.D., Associate Director
George J. McBride, Comptroller
Richard J. Olds, Associate Director
Melville A. Platt, M.D., Associate Director
H. Mefford Runyon, Associate Director
William H. Scott, Associate Director

Administrative and Supervisory Personnel (Nursing Service)

M. Johanna Foster, M.A., R.N., Assistant Director
Elizabeth Brooks, M.A., R.N., Assistant to the Director (Long-Range Planning)
M. Eva Paton, M.A., R.N., Assistant to the Director (Computer Project)
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Mary Kozitsky, R.N., Administrative Assistant, Data Processing
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Helen Doyle, A.B., Residence Director
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Ruth M. Brockman, R.N., Supervisor, Medical Nursing Service
Patricia Jones, B.S., R.N., Supervisor, Medical Nursing Service
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Anna Olsen, B.S., R.N., Supervisor, Medical Nursing Service
Evelyn Paterniti, R.N., Supervisor, Medical Nursing Service
Eugenia Piszczatowska, M.A., R.N., Supervisor, Medical Nursing Service
Elizabeth Traynor, M.A., R.N., Supervisor, Medical Nursing Service
Jo Ann Perry, B.S., R.N., Clinical Nursing Specialist, Medical Nursing Service
Barbara Boyce, B.S., R.N., Nurse Clinician, Medical Nursing Service
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Mildred Burlingame, R.N., Supervisor, Obstetric and Gynecologic Nursing Service
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Mary Audrey Meehan, B.S., R.N., Supervisor, Obstetric and Gynecologic Nursing Service
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Pauline Seitz, B.S., R.N., Nurse Clinician, Obstetric and Gynecologic Nursing Service
Deborah Farber, B.S., R.N., Nurse Clinician, Obstetric and Gynecologic Nursing Service
Laura J. Boe, M.S., R.N., Administrative Assistant, General Operating Room Nursing Service
Salome Husted, R.N., Administrative Assistant, General Operating Room Nursing Service
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Helen King, B.S., R.N., Administrative Assistant, Outpatient Nursing Service
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Mamie Wang, M.A., R.N., Administrative Assistant, Outpatient Nursing Service
Mary Bartlett, M.A., R.N., Clinical Nursing Specialist, Outpatient Nursing Service
Constance Derrell, M.A., R.N., C.N.M., Supervisor, Outpatient Nursing Service
Alberta Evans, R.N., Supervisor, Outpatient Nursing Service

Ena Fisher, R.N., Supervisor, Outpatient Nursing Service
 Marie Frohman, R.N., Supervisor, Outpatient Nursing Service
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 Patricia O'Regan, M.A., R.N., Supervisor, Pediatric Outpatient Nursing Service
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 Mary Richardson, R.N., Supervisor, Pediatric Nursing Service
 Diana Newman, B.S., R.N., Acting Coordinator, Premature Institutes
 Gay Page Kelly, B.S., R.N., Nurse Clinician, Pediatric Nursing Service
 Claire Meyerowitz, M.A., R.N., Administrative Assistant, Private Patients Nursing Service
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 Ursula MacDonald, R.N., Supervisor, Private Patients Nursing Service
 Shirley Richardson, B.S., R.N., Supervisor, Private Patients Nursing Service
 Kathleen M. Young, B.S., R.N., Supervisor, Private Patients Nursing Service
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 Sally Everson, B.S., R.N., Nurse Clinician, Surgical Nursing Service
 Alene Haas, B.S., R.N., Nurse Clinician, Surgical Nursing Service

Mary Ann Schmidt, B.S., R.N., Nurse Clinician, Surgical Nursing Service
 Ann Sipple, R.N., Nurse Clinician, Surgical Nursing Service

Administrative and Supervisory Staff (Patient Services)

Personnel Health Service

William N. Christenson, M.D., Director
 Carolyn Diehl, M.D., School Physician
 Ena Stevens-Fisher, R.N., Supervisor

Nursery School

Eleanor Landsmann, M.A., Pediatric Recreation Department

Nutrition Department

Esther Mackereth, B.S., Director

Occupational and Recreational Department

Joan Cavanaugh, O.T.R., Director, Occupational Therapy, Main Hospital
 Margaret Stewart, O.T.R., Director, Occupational Therapy, Psychiatry
 Grace Newburg, B.A., Director, Recreational Therapy, Psychiatry

Social Service Department

Marjorie A. Jonas, M.S., Director, Main Hospital
 Helen A. Siegrist, B.A., Payne Whitney Clinic

Administrative Personnel of Affiliating Agencies

Public Health Agencies

Eva M. Reese, M.A., R.N., Executive Director, Visiting Nurse Service of New York (and Staff)
 Frances McVey, M.A., R.N., Executive Director, Visiting Nurse Association of Brooklyn (and Staff)
 Margaret O'Brien, Director, Bureau of Public Health Nursing, New York City Health Department (and Staff)
 Harold Wise, M.D., Project Director, Dr. Martin Luther King, Jr., Health Center

40 Cooperating Groups

Cooperating Groups

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Students on the Ithaca Campus**

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Alumnae Association

Eleanor Taggart, '57, President

Committee for Scholarships

Mrs. Robert F. Shuping, President

Students in the School

Class of 1971

Program I-A

<i>Name</i>	<i>Address</i>	<i>Transferred from:</i>
Abrahams, Barbera S.	Red Hook, N.Y.	C. W. Post College
Adolph, Susan Lynn	Bronxville, N.Y.	Centenary College
Amodia, Anthony John	Flushing, N.Y.	Long Island University
Arvai, Georgia Gail	Berlin, Conn.	Concordia Junior College
Austin, Patricia Harnish	Darien, Conn.	University of Dubuque
Bachwitz, Dian	S. Charletson, W. Va.	Washington University
Barber, Margaret Welles	Delmar, N.Y.	William Smith College
Bardin, Judith Aycock	Levittown, N.Y.	Northeastern University
Batson, Joan Henrietta	Brooklyn, N.Y.	St. John's University
Belmont, Mary Ferguson	Philadelphia, Pa.	University of Pittsburgh
Bender, Cynthia Lee	West Chester, Pa.	Lindenwood College
Bisset, Anne	Paramus, N.J.	Houghton College
Brophy, Joanne	New York, N.Y.	Thomas More College
Brown, Lillian	New York, N.Y.	Johnson College, Smith University
Cain, Susan Murry	Buffalo, N.Y.	Wells College
Campbell, Anne Elizabeth	Manchester, Conn.	St. Joseph College
Carotenuto, Jo-Ann	Brooklyn, N.Y.	Cedar Crest College
Carswell, Brenda Diane	Dover, N.H.	University of New Hampshire
Castellaneta, Diane Mary	Staten Island, N.Y.	Marygrove College
Clark, Florence Evelyn	New York, N.Y.	City College
Clark, Sandra Lee	Arkport, N.Y.	Houghton College
Cutugno, Christine Lynn	Perth Amboy, N.J.	Douglass College
Daniel, Sharyn E.	Auburn, N.Y.	Auburn Community College
Denton, Janet Elizabeth	Glendale, N.Y.	Houghton College
Drolshagen, Sister Jane	New York, N.Y.	Mary Rogers College
Edgar, Mari-Ellen	Royersford, Pa.	Juniata College
Finkbiner, Jane Elva	Annaville, Pa.	Elizabethtown College
Fortenbacher, Joyce Caroline	Huntington Station, N.Y.	Concordia Junior College
Freedman, Brenna Susan	Fort Lee, N.J.	Stephens College
Gaillard, Captain Allimont	New York, N.Y.	Howard University
Gaydos, Cheryl Reebel	Pittsburgh, Pa.	The King's College
Getz, Nona Salager	Forest Hills, N.Y.	Southern Seminary Junior College
Greenberg, Ida Lee	Brooklyn, N.Y.	Brooklyn College
Harnett, Virginia Catherine	Westfield, N.J.	Douglass College
Harper, Doreen Connor	Riverside, R.I.	Albertus Magnus College
Harris, Mary Jo	Fair Haven, N.J.	Marymount College
Hubicki, Sister M. Johnice	Danville, Pa.	Cabrini College
Humes, David D.	Woodland Hill, Calif.	Beloit College
Jenkins, John C.	New York, N.Y.	Waynesburg College
Johnson, Bonny Libbey	Waterford, Conn.	Vassar College
Klein, Margaret Ann	Strafford-Wayne, Pa.	Stephens College
Kobliska, Synthea Maas	Williamsburg, Iowa	Iowa State University
Lull, Deborah Ann	Morris, N.Y.	The King's College
Lux, Sharon Grauel	Logansport, Ind.	Indiana University
Mattingly, Sister Lelia Jane	Maryknoll, N.Y.	Mary Rogers College
McDonald, Carol Frances	Fort Salonga, N.Y.	St. John's University
McFadden, Pamela Westbrook	Closter, N.J.	Fairleigh Dickinson University
McGillis, Ruth Catherine	Saranac Lake, N.Y.	Mercy College
Merrow, Sherry Lynne	Peabody, Mass.	Colby Junior College
Nicklas, Anne	Holidaysburg, Pa.	Juniata College

42 Students in the School

Name

Osborne, Mary Elizabeth
 Papera, Susan Phyllis
 Patrick, Theresa Ann
 Ralston, Ruth Hamilton
 Rogers, Judith Ann
 Rose, Janice Ruth
 Rugis, Darlene
 Sanders, Susan Iler
 Schneider, Lesley
 Steinmetz, Karen Ruth
 Trebeck, Kay Marion
 Van Camp, John Robert
 Vecchiotti, Linda Jane
 Weber, Annabelle Mary
 Webster, Mary Elizabeth

Address

Omaha, Neb.
 Caldwell, N.J.
 Factoryville, Pa.
 Slippery Rock, Pa.
 Maryknoll, N.Y.
 Hawthorne, N.J.
 Passaic, N.J.
 Eggertsville, N.Y.
 Eastchester, N.Y.
 Buffalo, N.Y.
 Concord, N.H.
 New York, N.Y.
 Briarcliffe Manor, N.Y.
 New Britain, Conn.
 South Berwick, Me.

Transferred from:

Elmira College
 Caldwell College
 Keystone Junior College
 Allegheny College
 Mary Rogers College
 Centenary College
 Eastern Baptist College
 Green Mountain College
 Ithaca University
 Green Mountain College
 University of New Hampshire
 Fordham University
 Marymount College
 Cornell University
 Heidelberg College

Program I-B

Acher, Kathleen Louise
 Allen, Elizabeth Mary
 Amodeo, Sister Rita B.
 Blanchard, Karen Louise
 Bliss, Cheryl Roberta
 Blum, Barbara Faye
 Bornkamp, Jeannette Louise
 Borowiak, Patricia Kathryn

Greensburg, Ind.
 Jamaica, N.Y.
 Staten Island, N.Y.
 Unionville, Conn.
 Ithaca, N.Y.
 Brooklyn, N.Y.
 Dumont, N.J.
 Bethlehem, Pa.

Indiana University
 St. John's University
 Fordham University
 Emmanuel College
 Cornell University
 Brooklyn College
 The King's College
 Northampton County Area
 Community College

Bouthillier, Sister Louise
 Claire

Braselman, Helga Marie
 Burch, Sister Joyce
 Caufield, Kathryn Anita
 Chamberlain, Ellen Melissa
 Christie, Charlotte Elizabeth
 Coats, Deborah Faye
 Connors, Sister Mary Ellen
 Cunningham, Mary Nora
 Darling, Cynthia Scott
 Dietz, Susan Martha
 Edwards, Susan
 Federico, Paula Helene
 Ferrante, Mary
 Fox, Edna Mae
 Goldberg, Susan Helen
 Heckadon, Jean Elizabeth
 Heineman, Laurie Ruth
 Herrington, Deborah Ball
 Hondorf, Carol Lee
 Humphrey, Ellen Hathaway
 Johnston, Joan Louise
 Kerwick, Nancy Kathleen
 Keyes, Victoria Ann
 Kline, Carol Sue
 Krisanda, Christine
 Lederer, Jane Ellen
 Levy, Ellen Esther
 Lione, Linda A.
 Longo, Marion B.
 McGrath, Susan Joan
 McShane, Patricia Catherine
 Misiaszek, Kathleen V.
 Newton, Deborah Louise
 Niven, Susan McKay
 Pfeil, Sister Dara

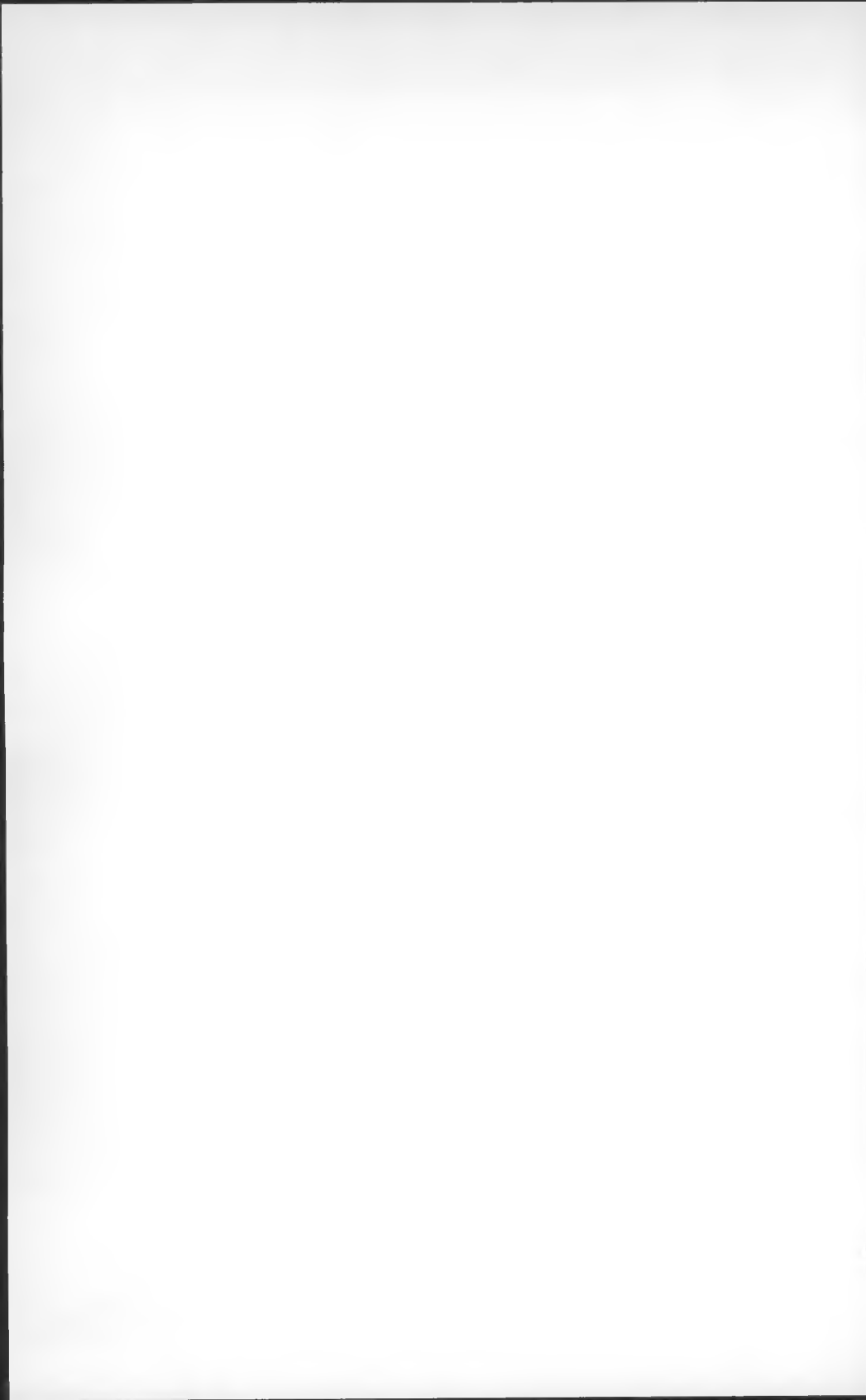
Maryknoll, N.Y.
 Warren, N.J.
 San Antonio, Texas
 Douglaston, N.Y.
 Chester, N.Y.
 Meadville, Pa.
 Wellsville, N.Y.
 Maryknoll, N.Y.
 New York, N.Y.
 Boston, Mass.
 Valley Stream, N.Y.
 Wayne, N.J.
 Baltimore, Md.
 Newark, N.J.
 Clinton, N.J.
 New Brunswick, N.J.
 Bakersfield, Calif.
 Hamburg, N.Y.
 Valhalla, N.Y.
 Rochester, N.Y.
 Ithaca, N.Y.
 Plandome, N.Y.
 Bay Shore, N.Y.
 Great Neck, N.Y.
 Annville, Pa.
 Olyphant, Pa.
 Atlantic Beach, N.Y.
 Roslyn Heights, N.Y.
 Carle Place, N.Y.
 Woodbridge, Conn.
 Bogota, N.J.
 Bogota, N.J.
 Wilbraham, Mass.
 Bethel, Conn.
 Oyster Bay, N.Y.
 Newark, N.J.

Mary Rogers College
 The King's College
 Mary Rogers College
 Marymount College
 Green Mountain College
 Ohio Wesleyan University
 Houghton College
 Mary Rogers College
 Mount St. Vincent College
 Colby Junior College
 The King's College
 Western Maryland College
 Connecticut College
 Englewood Cliffs College
 Houghton College
 Douglass College
 University of the Pacific
 William Smith College
 Wheaton College
 State University at Buffalo
 Goucher College
 Ithaca College
 The King's College
 Cortland State University
 Nyack Missionary College
 Marywood College
 Pine Manor Junior College
 Harpur College
 Lasell Junior College
 Heidelberg College
 Montclair State College
 Montclair State College
 Merrimack College
 Western Connecticut College
 Bradford Junior College
 Englewood Cliffs College

<i>Name</i>	<i>Address</i>	<i>Transferred from:</i>
Pfirman, Marion Louise	Avon, Conn.	Dickinson College
Poole, Deborah Jane	Pound Ridge, N.Y.	Endicott Junior College
Rehm, Carol	New York, N.Y.	Mercy College
Roehner, Judith Ann	Glens Falls, N.Y.	Cornell University
Ross, Carolyn Bertha	Savannah, Ga.	Armstrong State College
Saltzman, Ellen Penny	Smithtown, N.Y.	Russell Sage College
Sardegna, Charles John	Mattapan, Mass.	Newton Junior College
Schnabel, Ann Hyatt	Rosemont, Pa.	Vermont College
Siegrist, Katherine Ann	Staten Island, N.Y.	Wagner College
Simon, Julie Ann	Stamford, Conn.	University of Connecticut
Smith, Barbara Louise	Bloomfield, N.J.	Caldwell College
Smith, Gretchen Priscilla	Pelham, N.Y.	Colby Junior College
Speer, Margaret Anne	Fayetteville, N.Y.	Cornell University
Stiefel, Christina Gemma	New York, N.Y.	Barnard College
Walsh, Mary Margaret	New York, N.Y.	Mercy College
Weil, Susan Granat	New York, N.Y.	Vassar College
Zimmerman, Kathryn Ann	Paterson, N.J.	The King's College

Program II

Addelson, Jane Ullman	Boston, Mass.	Pembroke College
Caltagirone, Jeanine Lillian	Briarcliff Manor, N.Y.	Skidmore College
Caputo, Emerita Marie	New York, N.Y.	Fordham University
Clapp, Nancy Elizabeth	Portland, Conn.	MacMurray College
Devereux, Mary Lorraine	Fresno, Calif.	Wellesley College
Ferris, Caroline Murray	Port Washington, N.Y.	Wheaton College
Foley, Mary Elizabeth	New York, N.Y.	Mount St. Vincent College
Goldenberg, Ann Beth	Great Neck, N.Y.	Skidmore College
Gribble, Greta Sue	Fayetteville, Ark.	Radcliffe College
Halladay, Ann Sherman	Dedham, Mass.	William Smith College
Hempstead, Margaret May	New York, N.Y.	New York University
Hogan, Elizabeth Carney	Rye, N.Y.	Le Moyne College
Hood, Victoria Helen	San Francisco, Calif.	Pomona College
Hornblower, Rosalie	Greenwich, Conn.	Radcliffe College
Hosmer, Joan Buttrick	Holden, Mass.	Connecticut College
Hubbard, Harriet Allen	West Hartford, Conn.	Smith College
Litchman, Marilyn Lois	West Hartford, Conn.	Barnard College
McCarthy, Anne	San Luis Obispo, Calif.	University of California
Nordell, Maxine Emily	Brooklyn, N.Y.	Brooklyn College
Parsons, Cynthia	Mineola, N.Y.	Mount Holyoke College
Petersen, Nancy Marie	Stony Brook, N.Y.	State University at Stony Brook
Ratliff, Elizabeth	Indianapolis, Ind.	Ohio Wesleyan College
Ruben, Lorraine Rita	Oceanside, N.Y.	State University at Stony Brook
Sachwald, Rochelle Marcy	New York, N.Y.	Hunter College
Schickhaus, Ann Dixon	West Orange, N.J.	Briarcliffe College
Tillinghast, Anne	Middlebury, Vt.	Middlebury College
Wheeler, Janis Deirdre	Cambridge, Mass.	Radcliffe College
Wilson, Nancy Ann	Dayton, Ohio	Wilson College
Wirene, Jamie Wadsworth	Schenectady, N.Y.	Mount Holyoke College



Request for Information or Application

It is desirable that prospective applicants contact the School as early as possible so that they may receive assistance in planning their programs in college to gain the best possible background preparatory to entering the School of Nursing.

To receive information, fill out and return the form below. (The writer should include his zip code.)

Registrar
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1320 York Avenue, New York, New York 10021

Please place my name on your mailing list.

Name

Address

Date of Birth

High School: name and location

Date diploma received or expected

College: name and location

Please send me an application blank for:

Program I (after two years of college)

Program II (after four years of college)

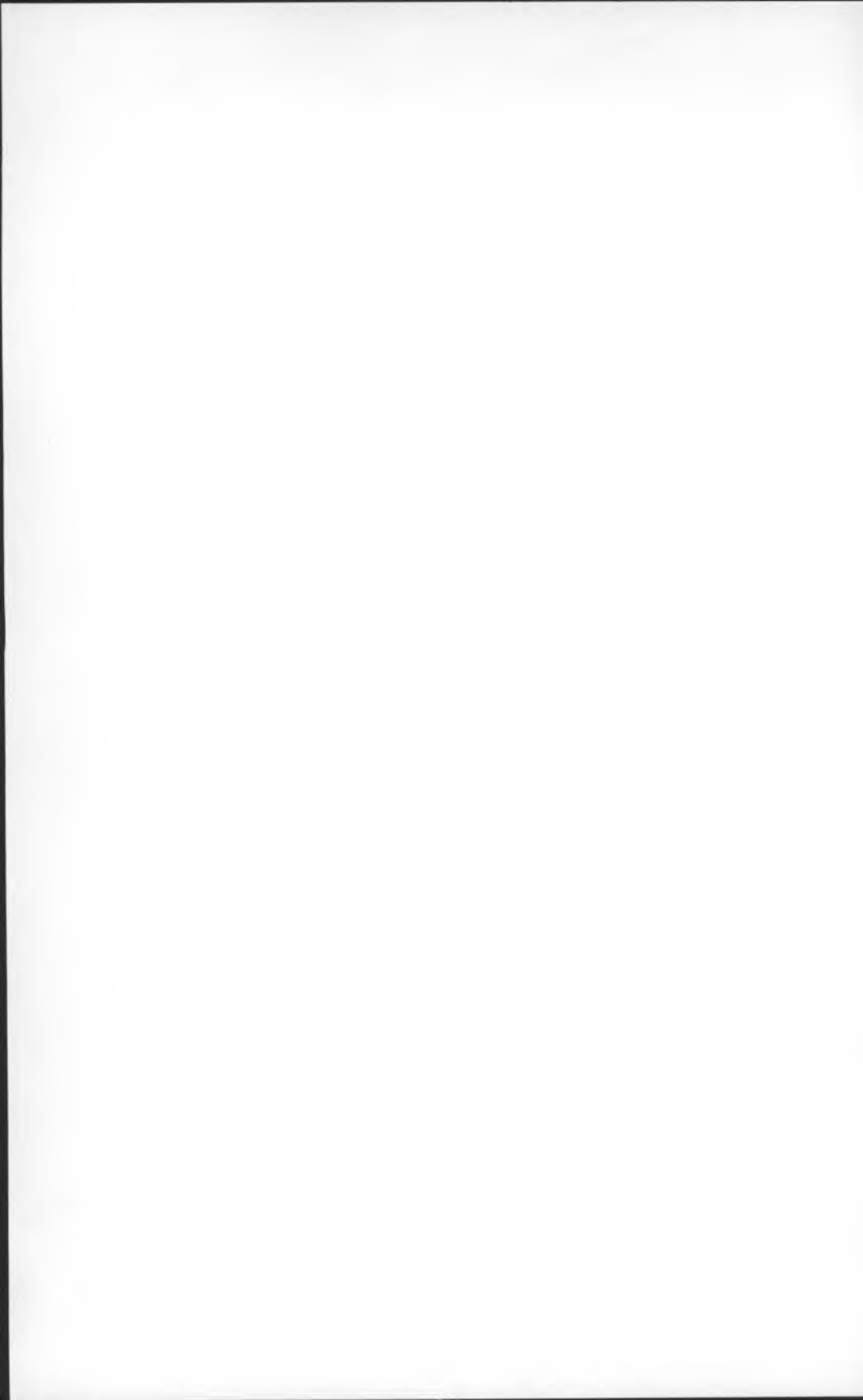
I wish to apply for admission in September.....
(Year)

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Gifts or bequests to the School of Nursing may be made either to the Hospital or to the University with a request that they be used for the School of Nursing, as follows:

"I give and bequeath to The Society of the New York Hospital (or I give and bequeath to Cornell University) the sum of \$ for the Cornell University-New York Hospital School of Nursing."

If it is desired that a gift to the School of Nursing shall be made in whole or in part for any specific purpose in the program of the School, such use may be specified.



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- Cornell University-New York Hospital School of Nursing (New York City)
- Graduate School of Medical Sciences (New York City)

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